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Who Shall Examine the Candidates for Licenses to Teach?

A PAPER READ BEFORE THE NEW YORK STATE TEACHER'S ASSOCIATION, AT ALBANY, JULY 11, 1878, BY THOMAS HUNTER, PH.D., PRESIDENT NEW YORK NORMAL COLLEGE.

The character of a nation depends on the character of its public teachers. Of these there are three great classes, clergymen, journalists and teachers proper, which include all instructors in primary, secondary and higher schools. Of all classes of teachers the primary teacher is by far the most important, because he molds the character long before the individual falls under the influence of the press or the pulpit.

No teacher on the press will be tolerated for a moment, unless he evinces special fitness for his vocation; no teacher in the pulpit can possibly sustain himself without previous preparation, the result of prolonged study; no teacher in a secondary or higher institution of learning can hold his position for any length of time without scholarly attainment and professional aptitude; but the primary teacher, whose influence is the most far-reaching, may be completely uncultivated and comparatively ignorant, and yet hold his place for years, because his services can be obtained for a minimum amount of salary. This is a false economy; this is simply extravagance of the worst kind; this is, in fact, a woeful waste of the public money.

With Socialism sapping the foundations of the Republic, and eagerly endeavoring to array Labor against Capital, it behooves all patriotic and conservative men to devise means to prevent social war. The leaders of the Commune are usually half-educated men of superior natural talent and inferior moral principle. "The friend of the workingman," is the man who never works; the chief of the trades-union is the man who never learned a trade. These leaders may be justly termed the "three R's" demagogues. Pope was right: "A little learning is a dangerous thing." A knowledge of the "three R's" alone, may simply serve to sharpen the sword of the demagogue, or point the pen of the trading politician. The wild addresses of these leaders indicate what portentous evils are festering in our midst. Occasionally, as during the summer of 1877, the slimy monsters rear their heads above the surface and threaten death and destruction to all around them.

The socialistic leaders see merchant princes, stock-jobbers and railroad magnates amass millions during a short life time. They see around them men who have never worked an hour, living in magnificent mansions and faring sumptuously every day. They see the Federal Administration distributing eighty thousand offices to eighty thousand politicians, the majority of whom have lived on the public all their lives. They see the noisy bar-room politician, devoid of education, refinement or moral principle, enjoying the comforts of life, with very little work to do, and abundance of time in which to do it. Seeing all these things, the crafty men of the "three R's" lay aside the saw and hammer; adopt the Frenchman's saying, that "all property is robbery;" constitute themselves the special friends of labor, wander from place to place as propagandists of discontent and misery, become political vagabonds of the worst and most dangerous kind, and utterly abandon themselves to demagogic croaking as a means of livelihood for themselves and families.

These evils have greatly increased since the close of the war of the Rebellion. The overthrow of the Paris Commune cast on our shores hundreds of the worst elements of that wicked city. These have recruited the ranks of the discon-

tented in our own great cities. In describing the evils of Socialism, I have conjured no man of straw. Remember the uprising of last summer—the sudden, simultaneous uprising, extending from West Virginia to California,—remarkable for the unanimity that swayed its every action, and if you will pause to reflect, you will perceive that the dangers to which I have alluded, are neither light or imaginary. If these evils are allowed to grow, security for property will soon cease; and, indeed, the trouble may terminate in social war.

Is there no way to end the strife between Labor and Capital, to make work respectable in the eyes of all, and to make the workingman content with his lot? There are, in my humble opinion, two cures for this social disease: *Reform in the Civil Service, and Reform in the Common Schools.* The former I leave to the statesmen of the country; the latter I propose to discuss as a subject appropriate to my profession. The question then becomes, What reforms are needed in the common schools? And how will these reforms affect the relations between Labor and Capital, so as to destroy the feeling of caste, always dangerous under a republican government.

The first reform needed in the common schools, is a just and uniform system of granting teachers' licenses. Until this reform is accomplished, all other reforms will be in vain. The fountain cannot rise above its source; the children cannot rise above their teacher. While admission to the teacher's profession is so easy, while certificates of qualification are granted to incompetent persons, sometimes as political favors, just so long will the common schools of the State turn out young men and women with vague and incorrect ideas of duty. A fatal mistake it is to suppose that a teacher should know nothing beyond the rudiments he has to teach. An educated teacher who has mastered the simple principles of political economy, and of moral and intellectual philosophy, can, while giving instruction in the common elementary branches, unconsciously and thoroughly instil into the minds of his pupils a love of truth and justice. The reading lessons, the object lessons, indeed, almost any lesson, will furnish opportunities for showing that labor is a marketable commodity, and is subject, like flour or sugar, to the inevitable law of supply and demand; that the price of labor cannot be kept up by means of strikes; that strikes, as a rule, injure labor even more than capital; and that capital itself is only accumulated labor.

Of course, the standard for admission to the teacher's profession should not be so high as to become virtually impracticable. But no person should be permitted to teach unless he can pass a satisfactory examination in the elements of political economy, and of mental and moral science. It is well to remember that the teacher has a far more important function to perform than to merely teach reading, writing and arithmetic. He has to rule his little community with wisdom and justice; he has to set the children an example for imitation; he has to act the part of a wise and intelligent parent. The power to govern the young and to mold their characters aright, is the best evidence of intellectual ability, and is, in truth, the resultant of all the forces of education. Some one has said that "To properly manage and instruct a district school, requires as much wisdom as to govern a State."

In some localities, and in some of the older States, the American system of common schools is, perhaps, the best in the world. But this superiority is far from general. Even in the same State, even in the State of New York, there is a marked difference in the schools. In one county we find a thoroughly organized system with its graded

schools, from the primary to the high school or academy; in another county, schools very imperfectly organized, "kept" by nomadic teachers for a few months of the year, whose only interest seems to be the little pittance that barely keeps soul and body together. Why are the schools so backward in some places and so thorough in others? Because one county may be blessed with an educated County Commissioner, who possesses the requisite learning and ability to examine and license properly qualified teachers while the neighboring county may be cursed with a County Commissioner who is merely an ignorant politician, totally unfit to conduct an examination, or to certify to anything beyond the returns at a local election. The trustees in one district may be earnest, intelligent men, anxious for the welfare of the children committed to their care; the trustees in the neighboring district may be quite the reverse. The system of examination in one place, may be excellent, in another, vicious. In reply, it may be said that the people are at fault, because they have the power in their own hands, and if they abuse it they must suffer the consequence. But this is a power which the people ought to exercise indirectly, just as they elect United States senators indirectly. All school examiners, all school inspectors, all county superintendents, all persons, by whatever name known, having the power to license teachers, should be nominated by the Governor and confirmed by the Senate; or, better still, the normal school faculties throughout the State, in conjunction with the superintendents of cities, should be made by law, the sole examiners of all candidates for licenses to teach. This would at once establish that uniformity as to the character and ability in the teachers' profession, which is now so sorely needed. The so-called tax-payers, the rich, who so often grumble at the cost of the schools, may rest assured, that while teachers continue to be selected by incompetent persons, or while certificates to teach are granted as political favors, so long will the schools fail to accomplish the work for which they were founded, and so long will Capital have occasion to fear Labor.

Let us see what is done in other countries. Prussia has, perhaps, the best organized system of schools in the world—the most uniform and widely efficient. It penetrates the hamlet and village, as well as the town and city. The eye of the central government is always on it, the hand of the central government touches every nerve of it. The wise organizers of the Prussian system saw very clearly that the prime necessity was efficient teachers. A school system without competent teachers, is like an army without competent officers, a mere disorderly mob. "It is the play of 'Hamlet' with the part of Hamlet left out." In no other country of the world is the teacher so respected, honored and rewarded. It behooves us, then, to study the Prussian system of training, examining and licensing teachers. I shall quote from a very able article written by an English traveler, named Kay, who made the Prussian system of schools a special study. He says:

"In order, therefore, to secure an adequate return for the expenditure of the country, it has been decreed by the Government," among other things, that:—

"Every year at a fixed period, of which public notice has been previously given in the local papers, the directors and professors of each of the normal colleges, hold a public meeting, at which the magistrates of the county and the religious ministers are present—for the purpose of examining all young men who are desirous of obtaining admission into the Normal College, for the purpose of being educated as teachers."

"These examinations are open to all young men, even o' the poorest classes, many of whom enter the lists, as almost all the

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expenses of the collegiate course are borne by the State, or defrayed out of the funds of the college."

"Every competitor at one of these examinations must forward to the director of the college, a fortnight before the examination takes place:—"

1. "A certificate signed by his religious minister, and certifying that his character and past life has been moral and blameless."

2. "A certificate from a physician, certifying his freedom from chronic complaints and the soundness of his constitution and health."

3. "A certificate of his having been vaccinated within the last two years."

4. "A certificate of his baptism (if a Christian)."

5. "A certificate, signed by two or more teachers, of his previous industrious and moral habits, and testifying that he has sufficient abilities for the teacher's profession."

"On the day appointed, all the young candidates, who have complied with the preceding regulations and who have attained the age of seventeen, are examined at the college in the presence of the county magistrates and of the religious ministers by the directors and professors of the college, in all the subjects of instruction given in the highest classes of the primary schools."

The subjects of study in which the candidates are examined are then enumerated.

"When the examination is concluded, a list is made out, in which the names of the young men are inscribed in order, according to the proficiency and ability they have displayed in their examination. As many of the highest in the list are then elected as students of the college, as there are vacancies that year, occasioned by the departure of those who have left the college to take the charge of village schools."

Mr. Kay proceeds to describe the course of study as exceedingly thorough and comprehensive, and states that "when the student leaves the Normal College, he has a better general education than nine out of every ten men who leave our (British) Universities."

Two things are to be noticed in the above extracts, to wit: (1) The extreme care taken to admit no persons into the normal college, unless they have previously manifested an aptitude, morally and intellectually, for the teacher's profession. (2) The recognition of the teacher in demanding his certificate and in making him the chief examiner. The highest certificate must be signed by two or more teachers, and the normal college professors conduct the examinations.

So much for the admission of candidates to the normal colleges.

Let us now see how these young men graduate. Mr. Kay says:

"Every year, at a certain period, fixed and publicly announced beforehand, a meeting is held in each normal college, by the director and professors of the college, by the religious ministers and the educational magistrates of the country, at which all the young men who have been three years in the college, are summoned to attend, for the purpose of being examined in all the subjects in which they have received instruction, during their residence in the college. This examination generally lasts two days."

The subjects of examination are then stated. These subjects differ but little from those taught in our normal schools, except in the importance given to religious teaching and to instruction in instrumental music.

"According to the manner in which each student acquires himself in this examination, he receives a diploma marked, '1,' '2,' or '3,' or else is rejected; that is, refused admittance into the teachers' profession, on the ground of incompetency."

"If a student has succeeded so well in his examination, as to gain a diploma marked '1,' he is qualified to take a situation in any school as principal teacher, and to enter at once, into the highest and most lucrative situations in the country."

"If a student obtains a diploma marked '2,' or '3,' he cannot for the first two or three years take any situation as principal teacher in a school, but can only officiate as assistant teacher until, by further study and diligent application he has qualified himself, to attend another of the general annual examinations, and has there succeeded in obtaining one of the first diplomas."

"Those students who obtain diplomas marked '3,' are obliged to return the following year, to the college examination, and, if they do not give proof of having improved themselves, in the interim, in the branches of education in which they were deficient, they are generally deprived of their diplomas altogether."

"Any person, whether he has been educated at a normal college or not, may present himself at one of them at the time when the great annual examination is held, and may demand to be examined for a diploma. If he shows a requisite amount of knowledge, and can produce all the certificates of character, health, etc., which are required of the other students at their

entrance into the normal college, he may, equally with the rest, obtain his diploma, and afterwards officiate as a teacher."

This whole system of admission into instruction in, and graduation from, the normal colleges of Prussia is as just and perfect as human ingenuity could make it. But this is not all, the safety-valve is in the following paragraph which I trust every normal principal and professor will take to heart:

BUT NO PERSON WITHOUT A DIPLOMA FROM A NORMAL COLLEGE IS PERMITTED TO OFFICIATE AS TEACHER IN PRUSSIA.

In other words, my friends, the normal college faculties license all teachers. This is as it ought to be. If the State of New York expends about \$8,000,000 a year on public schools, it is a crime against the people to permit, at least, one-quarter of this vast sum, to be wasted on incompetent teachers, licensed frequently by incompetent county commissioners and district trustees. It is amazing that the statesmen of the country have not taken hold of this matter long ago. We hear the cry of "retrenchment and reform," and here, right before their eyes, is a great evil which ought to be cured. The waste of money is bad enough, but when to this is added the waste of the children's time and the injury done their moral and intellectual beings, we are simply astonished at the lack of wisdom and patriotism on the part of our rulers.

When the common school system was first established, normal schools did not exist in this country; and therefore, the examination and licensing of teachers was committed to sundry persons; sometimes to a board of trustees without the least evidence of fitness for the duty; sometimes to a county commissioner, elected at haphazard by his party friends, and sometimes, in cities, to an officer, known as superintendent of schools. It is certain, that had the normal schools existed, when the public school system was first organized, the normal school faculties would have been constituted (as in Prussia), the only examiners of candidates for licenses to teach. It would have been absurd to commit this important duty to other hands, for who so well qualified to examine the pupil-teachers as those who have made pedagogy their life work? I admit, that in many of the larger cities, and notably in New York and Brooklyn, the City Superintendents are thoroughly able men, for whom personally, I entertain the highest respect. Nevertheless, the examination and licensing of teachers should never be committed to one man, for were that man a perfect Aristides, he would be open to the complaint of injustice, and, worse than that, he is constantly exposed to the importunities of politicians. In every country of Europe, in which there is an organized system of public schools, the examination of teachers is committed to a board of, at least, three co-ordinate officers, or to a faculty, consisting of several professors. There is a great advantage in this. The defeated candidate is only too apt to shift the responsibility for failure from his own shoulders to the so-called injustice of a single examiner. When there is a board of examiners he cannot make a complaint of injustice without also charging that six or seven different professors entered into a conspiracy to cheat him out of his diploma or license. The city superintendent of a great city is a very important officer, and I would not take from him one particle of the dignity which properly inheres in his high office. *But it is his special function to superintend; to supervise; to see that the teachers licensed by the normal school faculties, properly perform their duties.*

Let him simply report as to the success or failure of the young teachers, and so elevate the common schools by the performance of the most appropriate and important duty. This division of labor and responsibility would intrust the benefit of the entire school system. But, aside from these considerations, there is another great reason why the examination of teachers should be committed to the normal school faculties, and it is this; in no other way can uniformity in the learning ability and moral character of the teachers be established. The poorest school in the poorest part of the State requires as good teachers as the best grammar school in the rich city of New York. A normal school principal, two years ago, told me that he concurred in my demand for a high standard of scholarship as the proper foundation for pedagogic training. "But," said he, "what shall we do for teachers in the poor districts out West? These highly educated teachers will not be content to teach a district school at \$200 or \$300 a year." I simply replied, "What do you do for physicians, lawyers and clergymen in these poor Western districts? When your children are sick, are you willing to call in a half-educated quack? When you are in danger of losing your property, do you procure the services of an ignorant

lawyer? When you employ a clergyman, are you willing to receive into your pulpit a man untrained for his work? No, in each case, you demand educated, trained professional service. If you cannot obtain it you go without any. Now, here is a matter more important than any of these, the education of your children, and yet you seem content to employ for this high and holy work any itinerant teacher who has knowledge enough to pass an examination in the "three Rs." If no person is allowed to officiate as a teacher unless he holds a certificate from some normal school faculty, the poorest districts throughout the country would be able to secure the services of competent teachers. The demand would create the supply. It is the easy admission into the ranks of the teacher's profession, that injures the schools and degrades the profession itself. As far as may be consistent with our Republican Government, let us pursue the Prussian plan, and commit the whole work of examination for admission into, and graduation from the normal schools, to the normal school faculties. Make these bodies responsible for the preparation of teachers, and then permit no person to teach without a normal school diploma of qualification. This would put an end at one blow to all the irregularities incident to the licensing of teachers by so many different persons, some of them totally unfit for the work of examination. If necessary, for the purpose of examining and licensing teachers, the superintendents of cities, a very intelligent body of men, might be constituted, at the time of graduation, ex-officio members of the normal school faculties.

A ludicrous instance of the kind of persons elected to examine teachers was told me, a short time ago, by the superintendent of one of the great Western States. He said that the best county commissioner or superintendent (I forget which title adorned him), in his State could neither read nor write. "Then, how on earth does he examine the teachers?" "Oh, he don't examine at all, for the simple reason that he cannot, and he is forced to employ experts who can, and by this means he obtains the best teachers in the State." Would that all county commissioners could neither read nor write, and possessed a little of the tact and common sense of our Western friend! The schools would be much better taught, and the rising generation would have a much better opportunity of learning their duty to themselves and to society.

I cannot permit this opportunity to pass without extending to the State Superintendent of Schools my sincere thanks for the course he pursued last winter, in making the normal school faculties of the State of New York the examiners for State licenses to teach. In making the examination uniform, as regards the qualifications demanded, and in giving public notice of the time and places of examination, he has approached as near the Prussian system, already described, as the laws of the State will permit. For this he deserves very great credit. If he had done nothing else to improve the common school system (and he has done a great deal), this alone would distinguish his administration. This is right and just as it goes, and may pave the way for the great reform which must inevitably come sooner or later. But it is not, by any means, enough.

I will endeavor to draw an outline of the reform which I would respectfully recommend to my fellow teachers and to all interested in the cause of education. I would premise by stating that no future legislation should interfere with the licenses now held by teachers, no matter how obtained; that all action should be entirely prospective.

First. Let the legislature pass a law making the normal school faculties, together with the superintendents of cities, under the direction of the State Superintendent the sole examiners of all candidates for licenses to teach in the common schools of the State.

Second. Let the legislature appoint two days in the year, say the first Monday in November and the first Monday in May, when all candidates for licenses to teach shall be summoned, by public notice, to repair to one of the normal schools to be examined by means of printed questions, which shall be uniform throughout the State.

Third. Compel the candidates to produce testimonials as to character, health, and aptitude to teach, similar to those required by the Prussian authorities.

Fourth. Let the State Superintendent establish the percentage of successful work that shall entitle the candidate to a certificate, and let the certificates be graded "1," "2," and "3," respectively. Candidates receiving certificates of the first class, shall be entitled to teach in any school supported by public tax; those receiving certificates of the second class, shall be entitled to teach in any school below

the grade of academy, high or normal school, and those receiving certificates of the third class, shall be entitled to teach only in a school of the lowest or primary grade. Let the law also prohibit common school teachers from pursuing any other calling or profession.

These regulations and restrictions would, in a short time, elevate the teacher's calling to the rank of a learned profession; fill the schools, in a few years, with able and accomplished teachers; and return to the tax-payers a full equivalent for all the money expended on public education. The children in the common schools would be so trained that socialism, or communism could find no disciples among the working classes. Labor would be esteemed and capital respected; for capital in this country is only accumulated labor. Such teachers as this system would create would slowly and unconsciously inculcate a love of law order and justice. They would insensibly mold character and exercise a wholesome, conservative influence in the communities among which they resided, and they would disseminate among the young a proper respect for the family, for society and for the Republic. My friends, this reform in the school system would do more to elevate the nation than all other reforms put together, for it is the true foundation on which all other reforms should rest.

For the NEW YORK SCHOOL JOURNAL.

Questions and Answers in English Literature.

BY LIZZIE P. LEWIS.

(Continued from Sept. 7th.)

65. How many books were issued from his press? Sixty-five, original and translated.

66. When did his work end? In 1491. He was buried amid deep sorrow in St. Margaret's church, Westminster, where his tomb is still to be seen.

67. Mention another leading writer of this period. Sir Thomas More, born in Milk street, London in 1480.

68. Give a few leading facts in his history. He was educated at Oxford, where he greatly distinguished himself. He then became a lawyer, then Under-Sheriff of London, afterwards Privy Councillor, Treasurer of the Exchequer, and Speaker of the House of Commons. After Woolsey's fall, he was appointed Lord Chancellor.

69. What was his private life and character? He was a man of singular purity of life. Delightful stories are told of his pleasant home in Chelsea, where Henry VIII visited him frequently and familiarly until the King bent on marrying Anna Boleyn, urged More for his opinion of the matter.

70. What was the result of More's opinion? Rather than express an opinion contrary to that of his master, he resigned the keys of his office.

71. What was the consequence of this act? He was arrested on a charge, the leading points of which were, his opposition to the royal marriage and his refusal to own Henry as head of the church.

72. What followed? He was condemned to die. As he climbed the scaffold he said to the lieutenant, "I pray you see me up safe; and for my coming down let me shift for myself."

73. On what does his fame as a writer rest? On two works of Edward V and Utopia.

74. Can you tell anything of this latter work? Utopia, a word which means Nowhere, is an island discovered by a supposed companion of Americus Vespuccius. There are neither laws, lawyers, taverns or changing fashions in that happy land. War is there thought a brutal thing, and finery a foolish thing.

75. What is the date of his execution? It occurred in the year 1535. His head was afterwards fixed on one of the spikes of London Bridge, but his daughter Margaret Roper, had it taken down, and when she died many years afterwards it was buried in her grave.

76. What do you know of William Tyndale? He was born about 1477, and is best known as a translator of the New Testament into English.

77. Where was this work published? At Antwerp in 1525.

78. What was his end? He was betrayed into the hands of the Emperor's officers at Brussels, by an English student, and after being kept a close student for eighteen months, was condemned for heresy in 1536, strangled at the stake and his dead body burned. His last words were, "Open, O Lord, the eyes of the King of England!"

79. What is thought of his translation? It ranks among the best English classics and his English is considered to be remarkably pure and forcible.

80. What name follows Tyndale's? That of Thomas Cranmer, born in 1489, made Archbishop of Canterbury in 1533, one of the leaders of the Reformation and founder of the English church.

81. For what are we chiefly indebted to him? For the Book of Common Prayer, which ranks with the Bible and Pilgrim's Progress as containing some of the finest specimens of pure English in the world.

82. What other book was prepared under his superintendence? A Book of Twelve Homilies, for the use of clergymen who were not able to write sermons for themselves.

83. What else? A revised translation of the Bible, most, if not all the proof-sheets passing through his hands.

84. What became of him? He was burned at the Oxford in 1556, during the reign of bloody Mary.

85. Who was Sir Philip Sidney? He was the son of Sir Henry Sidney and Mary Dudley, sister of Leicester, favorite of Queen Elizabeth. He was born at Penshurst in Kent, in 1554.

86. What was his first essay on literature? A romantic fiction, called Arcadia, which, however was never finished. Indeed, it was not published until four years after the writer's death.

87. What else did he write? A short treatise called "The Defense of Poesie," written in 1581, as an argument against the puritans, who wished to do away with poetry as they had done with pictures, statues, holidays and other pleasant things.

88. Give the circumstances of his death. He was aiding the people of Holland in their struggle for their freedom and their faith. On his way to the battle-field of Zalphen, he met an old general whom he thought too lightly equipped for battle, and gave him all his armor, except his breast-plate. Shortly after the engagement began, a musket-ball smashed his left thighbone to pieces, mortification set in and he died in 1586.

89. Who are we to consider next? Edmund Spenser, born in 1553, in East Smithfield, near the tower of London.

90. What was the poem which brought him into notice? "The Shepherd's Calender."

91. When was the "Fairy Queen" published? In 1590, when he was given a pension of fifty pounds, by Elizabeth. He had previously been given an estate in Ireland by the crown.

92. What occurred shortly after his return? A rebellion broke out, his castle was burned, his infant child perishing in the flames. He died Oct. 1598, a broken hearted man, and was buried in Westminster Abbey, near Chaucer.

93. What distinguished theological writer lived about this time? Richard Hooker, born in 1553,—died in 1600.

94. What was his great work? "Laws of Ecclesiastical Polity," which Hallam calls a master-piece of English literature.

95. What great name now presents itself? That of William Shakespeare, born at Stratford on the Avon, April, 1564.

96. Do you know anything of his early life? Very little is absolutely known. He married at an early age, Anne Hathaway, who was some eight years his senior. About 1586 or 1587 he went to London, when his theatrical career began.

97. How did he live in London? Some say he began as call-boy, others say he held horses at the theatre door, but however that may be, he soon became prosperous and even wealthy.

98. When did he retire from the stage? In 1612. He was then only forty-eight and had a reasonable expectation of living many years among his apple and mulberry trees.

99. How long did he live after this? But four years. He died 23d of April, leaving no descendant, his only son having died some years before him.

100. How many plays did he leave? Thirty-seven, classed as Tragedies, Comedies and Histories.

101. Which are the greatest Tragedies? "Macbeth," "King Lear," "Romeo and Juliet," "Hamlet" and "Othello."

102. Which are his finest Comedies? "Midsummer Night's Dream," "As you like it," and "Merchant of Venice."

103. Which are the Histories? "Richard III," "Coriolanus" and "Julius Caesar."

104. Did he write anything besides plays? Yes; various poems and one hundred and fifty sonnets.

105. What English prose writer lived about this time? Sir Walter Raleigh, born in Devonshire, in 1552 and educated at Oriole College, Oxford.

106. For what did he display great taste in his early

years? For adventure; he fought with the French protestants, he went to North America with his half-brother, Sir Humphrey Gilbert, and fought with great bravery against the Irish rebels.

107. After having won the favor of the Queen what did he attempt to do? To colonize North America, in which effort he exhausted almost his entire fortune. The introduction of tobacco and the potato were the only results of his unfortunate enterprise.

108. What occurred after the occasion of James I to the crown? Raleigh was charged with treason, and imprisoned in the Tower for thirteen years.

109. What causes his imprisonment to be memorable in the annals of English literature? It was during this time he wrote his history of the world.

110. For what is this history chiefly valuable? For its spirited history of Greece and Rome. The book only includes the time dating with the Creation and ending with the close of the 2nd Macedonian War, about one hundred and sixty years before Christ.

111. What happened after this? Raleigh regained his liberty, went on an expedition to South America, was unsuccessful, returned to England, was rearrested and beheaded Oct. 29, 1618. Almost his last words, as he ran his fingers along the keen edge of the sword, were, "This is a sharp medicine, but it will cure all diseases."

112. What nickname did Edmund Spenser give him on account of his poems? "The Summer's Nightingale."

113. Who was Sir Francis Bacon? He was the youngest son of Sir Nicholas Bacon, Lord Keeper of the Great Seal of England, and was born Jan. 22d, 1561.

114. What of his education and early career? He was educated at Cambridge, after which he traveled on the Continent for several years, until recalled by his father's death; he settled down to the study of law at Gray's Inn.

115. What was his first effort at authorship? Ten of the celebrated "Essays" published in 1597.

116. What upward steps did he now take in his profession? In 1607, he became Solicitor General; in 1613, Attorney General; in 1617 he received the Great Seal, and in 1618 was made High Chancellor with the title of Baron Verulam. Three years later, in 1621 he was made Earl of St. Albans.

117. What famous work was published at this time? His Novum Organum.

118. What charge was brought against him shortly after this? A charge of bribery and corruption, which he confessed to be true.

119. What was his punishment? He was sentenced to pay a fine of £40,000, and to lie in the Tower during the pleasure of the king. James, however, remitted the fine and released him in two days.

120. Tell the occasion of his death. He was riding out one snowy day, when the thought struck him that flesh might be as well preserved by snow as well as by salt. He stopped at a cottage, bought a fowl, and stuffed it with snow. Feeling too chilly and unwell directly after to go home, he stopped at the house of a friend where he died a few days after, in 1629.

To be continued.

VASSAR COLLEGE.—The Rev. Samuel Lunt Caldwell, D. D., was last week unanimously elected President of Vassar College. The nomination was made by President Anderson, of the University of Rochester. Dr. Caldwell is a native of Newburyport, Mass., and was graduated from Waterville College, Me.; he leaves one of the chairs of Newton Theological Seminary (Baptist) to take the position. Being wholly unknown as a practical educator, it would be unwise to say the choice is not a good one. It is, however, in good taste to say that but few men exist in the country who would make good presidents for this institution. We should name Prof. D. G. Eaton, Dr. Thomas Hunter, Rev. Ray Palmer, Prof. David Murray. Among Vassar's new students are two Japanese girls—Miss Stematz Yamagava, and Miss Shige Nagai—who have been studying in New Haven, Conn., about five years. They speak English fluently.

A BAROMETER shows the height of a mountain thus: For every 100 feet of perpendicular height the barometer will fall one-tenth of an inch; if, therefore, the barometer has fallen one and a half inches, we know we have ascended to a height of 1,500 feet.

INDIA-RUBBER trees, which are tapped every other day, continue to yield sap for more than twenty years; and it is a very singular circumstance that the oldest and most frequently tapped trees produce the richest sap.

New York School Journal,

AND

EDUCATIONAL DIRECTORY.

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The *SCHOOL JOURNAL* can be obtained of any news-dealer in the United States. The American News Company of New York, general agts.

We want an agent in every town and village in the U. S. to whom we will pay a liberal commission.

The columns of the *JOURNAL* are open for the discussion of subjects pertaining to education. Let those who have practical skill communicate to others.

Should this paper by any means come into the hands of one not a subscriber, we ask you (1) to consider it a special invitation to subscribe; (2) to hand it to a teacher or other person who is interested in education, and urge him to take it also.

NEW YORK, SEPTEMBER 28, 1878.

This paper may fall into the hands of some one not a subscriber, as we endeavor to reach such by sending out extra copies. We beg him carefully to consider:

- That no teacher can do justice to his pupils without a thoughtful study of the principles and practice of Education—the main themes of this paper; the truly illuminated minds asks for "more light"—the dying words of the great Goethe.
- That the views and methods of the most successful educators in the country are found in its pages; and they are *indispensable* to one who aims to be a first class teacher.
- That the expenditure of four cents a week will be a real economy—for you will be better prepared, more energetic and attractive as a teacher, and every pupil under your charge will feel it.

We ask a careful reading of the paper by President Hunter, of the City Normal College. More than this; we ask you to consider that unsolved, intensely important question: "Who Should Examine, License, Employ and Supervise the Teachers?" That it is done according to one plan in nearly all parts of the United States, does not prove that to be a good plan.

For Consideration.

The management of the affairs of this country are, so they say, in the hands of the people. But that is a great mistake. It was intended by the fathers of the Republic, that the people should name the men to govern the country; the plan was a good one, but it has failed. We are ruled by a set of politicians called by different names, but whose objects are the same—they solely seek their own personal profit. To them the good of the party is the good of the country. If it be asked what the teachers have to do with this state of things, it must be answered that they have deep interests at stake. A powerful party is needed composed of the intelligent men and women who will act together, bound by no ties of party, aiming solely at the public good. With such a party the reforms that are so much needed might be accomplished. Can the Teachers see the country pour out its \$600,000,000 annually to foster Intemperance, without a single protest? If they will not join the effort to cleanse the land, they do not deserve the high and honorable positions they hold. A Dr. Wilbur—this we think is the name—went at his own expense, on his own motion to the State of Michigan and wrought such a wonderful work in behalf of Temperance, that the Legislature tendered him a vote of thanks. This man rescued a vast crowd—young men mostly—numbered by thousands. But why should not every teacher do something? You can sing temperance songs in your schools; you can show the misery that strong drink produces, and fix a profound determination in the young child, that he, when a man, will not load away his hours and spend his money in

the saloon. If you will not do it you will have to answer for neglecting a golden and precious Opportunity.

Industrial Education.

In spite of the effort to retard or stay the progress of Industrial Education it is steadily marching forward. One of the causes of the opposition grows out of a wrong idea of what is really meant by the term. It is supposed by some that it is teaching trades. This is a mistake. To teach a trade is teaching an *industry* or an occupation. But that is different from teaching the elements of the industries. The various arts and occupation of men are intimately related; they have their elementary facts and principles, and their elementary motions or movements. The hammer, the file, the saw, the chisel, the auger are used in nearly every trade. Iron, lead, brass, zinc, tin, wood and leather are materials used by nearly every workman. The method of using the tools, the capability of each material, may be studied extensively and no trade be taught. It is as in the case of Arithmetic and Geography—the *elements* of occupations are taught.

The foundation of Industrial Education is already laid and will never be removed—we refer to the introduction of Drawing. Ask any skillful mechanic and he will tell you that the power to draw is the key to the arts. Now, in this State, that is required by law; and when it is thoroughly accomplished other steps will easily and naturally follow. Let no one fear that our public schools will be turned into bakeries or laundries or shops. At the outset Normal Schools were derided and opposed; yet the public now agrees that they are necessary. England supports forty-five nautical schools. The truth is that the world grows. It has found out that our present style of education unfits thousands for work. A teacher likes to send a large class to the higher class, department, school, or college. Through sympathy or pressure many a pupil is led or pushed into Classics, Literature or Science, who should have gone into work; he becomes a second-rate teacher, lawyer, minister or doctor, and has a hard time. In a certain school in this city, the son of a milkman was persuaded to fit for the City College; he entered and remained one year; but his education had made him ashamed of his father's honest and paying business, and he leads a precarious life by keeping-books; so do thousands.

The need of more skillful and intelligent men in the various arts is well-known. A man who attends a steam engine is paid as much as a principal of a school. An overseer of a paper box factory will lay up more. Hence, the movement towards Industrial schools will result in a benefit to mankind.

The Way it Was Done.

NUMBER II.

The Webster school house was a crazy looking edifice that stood on the corner. It had been painted red once, but that was a long, long time since. It was used for all sorts of meetings, musical, religious, and political, and this together with the extraordinary wear and tear it received at the hands of the scholars, gave it an utterly woe-begone look that is beyond all description. The desks had been cut by knives in a way that showed most extraordinary investigating abilities on the part of the pupils; they cut names, they bored holes, they made vast cavities in the yielding wood, and no had said them nay. No curtains at the windows, no mat at the door, no broom behind the door; the stove had a red coat of rust that showed it had endured as high a degree of heat, as the three in the Babylonian furnace. But even that did not keep the feet of the scholars warm, for the cold winds in winter had as free course underneath, as the pigs in summer.

The new man was lion-hearted, however. In fact, he had been brought up to these things, and to have things of beauty around was of no consequence to him. Monday morning came around, and so did he, and so did twenty-nine children of all sizes. When the teacher arrived he found Bill Webster had brought the key, and had opened the temple of learning to the youthful aspirants; that then, and thereupon, there had been an immediate rush to enter its portals, and that upon gaining the interior a battle had ensued between the said Bill and one McGrath, whose father had a brick-yard. The progress of this conflict was described in various ways as is common among veritable historians. First, Bill deployed his right wing and then his left, but McGrath tried a new pair of boots in the nature of reserves so effectually, that he became the victor, and thereby became the admiration of all the small boys as

well as the terror of all the girls.

Yes, the opening day had been celebrated by a sanguinary conflict. The new teacher heard in dismay the news of the terrific encounter. Nor was that all that occurred during that memorable morning. The stove door had been pried from its hinges and lay on the floor.

"Who did that?"

"Peter Wilson; he's been a throwing it at Henry Mansfield."

"Where is Peter? Fetch him in."

Then there was a hole seen in one of the window panes, and from some knowledge of the theory of projectiles, the new man come to the conclusion that it had been caused by a stone.

"Who broke that window?"

"Bill Webster," said the children.

From the best information he could gather, the facts seemed to be that Webster delivered a parting shot with a pebble, as he retreated to his home, that came through the window, scattering glass in all directions, and affording a fine object lesson on the subject of Brittleness. The new man saw next that the water pail was without a bottom and in that condition was over the head and well down the shoulders of a small boy who had difficulty to peer at him over its edge. The precise object of thus wearing this important utensil the teacher did not stop to ascertain, whether a lunar or solar eclipse was to be thus illustrated, as by a novel apparatus.

"Take off that pail and come here," he sternly said.

The boy was unable without help to extricate himself, however. The bottom of the pail was found in one corner, and by ingenuity the teacher forced it into its place, tightened the hoops and bade the boy go and fetch it filled with water.

"Where shall we go for water? Mr. Clawson (the nearest neighbor), said he wouldn't have us at his well any more, 'cause Charley Murphy put a frog in it."

The names of other well-owners were suggested by some of the pupils, and so two of his twenty-nine were soon disposed of as water-carriers.

"Take your seats," and there was a rush made for the desks.

Now in every school-room there is a post of honor—the best seat—and in the Webster school-house it was in one corner. It would hold only two pupils but five essayed the task of getting into it. The new man knew the doctrines of Incompressibility too well to look on unconcerned.

"Come out, all of you."

Then the claims of various students were listened to. One had sat there when school closed, another had been there most of the time during the summer. Finally, the seat was assigned to Fanny Gaylord and Minnie Webster. Then the young man organized a reading class in the Fifth Reader, and Patrick Henry's oration was laid out in fine style.

NEW YORK CITY.

The Board of Education met Sept. 25, in special session. Present, Messrs. Wood, Bell, Beardslee, Dowd, Cohen, Wetmore, Walker, Watson, West, Halsted, Traud, Vermilye, Jelliffe, Katzenberg, Donnelley, Goulding, and Manierre.

The report of the Financial Committee, reporting the estimate of educational expenditures for 1879, was taken up. They recommended for teachers' salaries, \$2,300,000. Mr. Watson proposed \$150,000, but it passed, 16 to 1; he proposed janitors' salaries should be reduced from \$105,000 to \$100,000, but it passed, 16 to 1, and that for teachers in evening schools, \$36,500; he proposed the salaries of city superintendents, clerks, etc., should be reduced from \$72,000 to \$70,000. Mr. Jelliffe, to \$67,000; but it was not reduced, 14 to 3, although Mr. Walker intimated the salaries of the superintendents would be reduced this year. Mr. Watson proposed the \$160,000 for supplies should be reduced to \$150,000; he stated that there were cart-loads of books in closets, etc., and, in short, no need of so much—it was reduced.

Mr. Walker proposed to cut down the \$30,000 for the Nautical School to \$3,000. He said it cost \$245 per year per pupil; each must deposit \$35. He declared it a wrong and an absurdity. When the time came for teaching a trade to the scholars, and a system should be adopted—not one class singled out; a school could be kept in a building—it did not need a ship.

Mr. Wetmore said much time had been given by the Committee to the question of best employing the money to be expended. England had forty-five such schools;

navigation and seamanship could not be taught except on board of a ship; the graduates have been very successful, some of them go as first-class seamen. He said not a dissenting voice could be found among the shipping interests, while the law stands as it is, the Board should maintain the school in a creditable manner. Also, the public are beginning to require that our boys should acquire more practical knowledge; the graduates are able to earn wages at once.

Mr. Watson added some solid remarks on the same side. The teaching of all the other schools is to fill the professions—it is necessary to see that our young men are trained to practical life.

President Wood said our fine mercantile vessels had been driven off the seas; the government had destroyed the shipping of New York and now the plan to remedy this is to have a school! He paid a fitting tribute to Mr. Wetmore's devotion to the Nautical School, but declared that if sailors must be educated sailors, the whole country must do it. The money could not be spared while we could not take in children crying to enter a primary school.

Mr. Jelliffe said the law required us to keep a Nautical School, and the only question is, how much money is needed?

Mr. Beardslee said the law required further, that the school should be maintained in a proper manner and a less sum would be insufficient. It was voted, 15 to 2.

ESTIMATE, 1879.

For teachers in G. and P. S.....	\$2,300,000 00
For janitors of G. and P. S.	105,000 00
For teachers in Normal College and T.D....	87,000 00
For teachers and janitors in the Colored Schools.....	36,500 00
For teacher and janitors in Evening Schools	95,000 00
For the City Superintendents and Clerks,	72,000 00
For books, maps, slates, stationary, etc....	\$2,695,500 00
For fuel.....	150,000 00
For gas.....	70,000 00
For rents.....	16,000 00
For incidental expenses of Schools.....	40,000 00
For incidental expenses of the Board of Education, printing, stationary, etc....	55,000 00
For incidental expenses of the Normal Col.	20,000 00
For incidental expenses of Evening Schools,	3,500 00
For incidental expenses of Colored Schools,	1,000 00
For workshop, wages and materials.....	2,000 00
For Compulsory Education.....	3,000 00
For the support of the Nautical School....	13,000 00
For pianos for schools.....	30,000 00
For procuring sites, erecting buildings, repairing, altering and fitting.....	2,000 00
For the Corporate Schools.....	373,000 00
NOTES.	110,000 00
Very few teachers were present. The most interesting part of the debate pertained to the Nautical School. All conceded the hearty efforts of Mr. Wetmore. Several speakers foreshadowed the coming Industrial Schools; it was conceded that the principle of the Nautical School was a good one. Mr. Wetmore made a fine argument in behalf of the school—the only opponents were Messrs. Wood and Walker. The estimate for expenses this year is made below that of last year.	\$3,484,000 00

BOOK DEPARTMENT.

GREENLEAF'S UNIVERSITY ALGEBRA. Edited by Prof. Wells of the Massachusetts Institute of Technology. Boston, Robert S. Davis & Co. New York, Baker, Pratt & Co. Price \$1.50.

The name of Greenleaf is one of the most familiar and honored of any in connection with the preparation of popular text books in this branch of study. It is one equally well known to the veteran just leaving the stage, and to the school-boy of to-day, who is still pushing on through his arithmetic. Probably, no text-books in this department have been held in so universal esteem for so long a time. The secret may be found in their careful preparation in the beginning, and in the careful editorship that has constantly watched over them. This new book by Prof. Wells is a revision of Greenleaf's Higher Algebra. The work shows the hand of a skillful master. It appears to be complete in itself, as the more rudimentary parts of the subject are treated with sufficient fullness of detail for the beginner, while all the more difficult parts are discuss-

ed with that clearness, conciseness and exactness which are the delight of the mathematical mind. The work seems to be sufficiently full of illustrations and problems to satisfy the most exacting.

In the preface, the author calls attention to the chapters upon parentheses, factoring, zero and infinity, simultaneous equations, etc., etc., and the announcements of the preface seem to be fully realized in the body of the work. There are some school-books that ought never to be put into the hands of a pupil, as their mechanical execution is so poor that the eyesight of the pupil is endangered. But the broad margins and clear text of this book leave nothing to be desired in this respect—it is a manual of typographical excellence and beauty.

THE FIRST LINES OF ENGLISH GRAMMAR; THE INSTITUTES OF ENGLISH GRAMMAR. By Goold Brown. New York, Wm. Wood & Co.

There is a necessity for the study of Language, and it is believed by most educators that the study of Grammar should be pursued in our schools. Varying opinions have arisen, not in reference to the subject but as to the time at which its pursuit is to be undertaken. Hence, in every course of study, grammar, sooner or later, finds a place. Both of these volumes have been a long time before the public. The smaller of the two was made to satisfy the demand of many who would begin the study at an early age, and it is well adapted for the purpose. It is made with a single eye to faultless accuracy, lucid statements and logical arrangement. It is an outline of the science of grammar; and is made on the principle of furnishing the required definitions and rules, in order that they may be thoroughly memorized. To this system there may be many objections, but the number of those who practice the system is large; they believe it is the true method—at least they know that it produces definite results. With systems and beliefs we have, however, little to do. The value of the book is the question. We cheerfully concede it the highest merit. It is made on the maxim that "practice makes perfect." The author would have a rule well learned, and then well applied in parsing, so as to render it familiar to the pupil. It is prefaced by oral lessons that serve to render the pupil's progress easy.

Goold Brown performed a remarkable work by writing these two books. The INSTITUTES is the work by which he won his great fame as a grammarian, for it was first written. It was extensively used before the introduction of school-books had become a business. It was used solely on account of its merits. It followed the cheap and unscientific works of Kirkham and Smith, and its scholarly and accurate style gave it an immediate fame. He begins by defining English grammar, and then dividing it into four parts. Next he takes up Orthography and divides that into four parts, and defines each of them. Then Etymology is taken up in the same manner. The peculiar feature in the writing of this author, is thus seen to be the exhaustive method of treatment. When he finishes a subject the reader feels that he has said all that should have been said to render it plain, and he rarely asks for more.

There is no grammar before the public that has won the reputation which "Brown's Institutes" has achieved. The cause of this lies in the author. He was a student of language. He had devoted fully fifteen years to teaching four different languages before he ventured to entertain the idea of becoming an author. He had had an abundant opportunity to see the works of speculative minds, of those who were mere smatterers, as well as of those who had piled up masses of enduring truth. He did not attempt to straighten out the peculiarities of the language. A patient study showed him what the language was; this knowledge he attempted in the clearest words he could command to convey to others.

The reputation, growing steadily year by year, of Brown's Grammar, is based on the fact that the principles he enunciated are in accordance with the usage of the best writers and that its definitions and rules are so stated that they can be readily learned. No other text-book surpassed it in methodical arrangement. Each subject is appropriately and sufficiently treated, and then the next, and so on. The author has made a text-book that is, in most respects, a model. It is true, fault has been found with some portions of the volume; but the critic will be surprised to find how few points are defective. In respect to definitions, it will never be surpassed—the clearness and exactness of these have caused the book to be popular. The thoroughness of the treatment is another prominent feature. Besides, there has been a chapter added on the analysis of sentences, and in many other respects the volume has been improved

by Henry Kiddle, Superintendent of New York city schools; the analysis, it is conceded, possesses every merit.

If it is deemed best that a knowledge of formal grammar is to be acquired by the pupils of our schools during the school course, we know of no better treatise than this. It has the elements of the science of our language clearly laid down; and well illustrated by numerous examples. No point is left in obscurity; thoroughness and accuracy are the two pillars that uphold the framework.

These Grammars have been used for many years in this city; and the confidence of the teachers in their value may be estimated by a request made to the Board of Education for their continuance as a text-book, which is signed by nearly every principal and vice-principal.

THE SCHOOL-ROOM GUIDE. By E. V. De Graff. Syracuse, Davis, Bardeen & Co.

The views contained in this volume are the result of the author's experience, and it has been prepared to assist the teacher in the practical work of the school-room. Few teachers realize the importance of a knowledge of a correct method of teaching; the recognition of this fact is the foundation of our normal schools. Mr. De Graff is probably the most successful conductor of Institutes in the State of New York; he is the embodiment of conscientious earnestness and feels deeply the importance of education. His volume is a contribution of great practical value to the teacher. The main topics are as follows: Reading, Phonics, Spelling, Penmanship, Drawing, Language, Letter-writing, Arithmetic, Grammar, Geography, Natural Science, Recitations, Disciplinary Exercises, School Organization and School Management.

DETERIORATION AND RACE EDUCATION. By Samuel Royce. Boston, Lee & Shepard.

The subject of education is a greater one than this generation comprehends. It thoroughly believes in it, and yet is dissatisfied with the results attained. Definitions of Education abound; the public means by it one thing; the theorist another. The city of New York, by expending three and a half millions annually for education, shows its faith in it; every man, except the very ignorant and degraded, strives to attain it as an inheritance for his child; so that the great idea of the present time is, not finance, but Education. This will be seen in the course of twenty-five years much plainer than it now is; the course of the ages is seen in looking backward; and the steps of the people, like that of the traveler, is governed by hopes and expectations. The march of the millions is swayed hither and thither by the desire of reaching some greater good; one leader points it out in some particular form of government; another in some religious development; a third in some combination of men into orders and ranks. At the present moment there is a supreme belief in education as a cure for many ills not only, but as a power in the struggles of men to live. It has been apparent for a long time that the theoretical definitions of education as development and growth must be practically laid aside. The public schools make as their end the communication of certain defined amounts of knowledge. Of course, discipline is talked about, but more on account of its absence than of its presence; it is lamented over; not rejoiced in; whatever discipline the youth attains in acquiring the due medium of knowledge is practically all the training he will receive. This is a great remove from the theoretical ideas that prevailed twenty-five years ago extensively, and do yet prevail in some parts of the land. Whether the change is a good one or not will be seen and felt bye-and-bye; but the change has been made. Schools officiated by one man, the assistants women, most of them with no knowledge of their art, no experience in life cannot do more than communicate certain bits of knowledge and leave the discipline to take care of itself. And the change is one that the condition of modern society has imperatively demanded. The introduction of machinery into all departments of industry has made a demand for intelligence, so that school knowledge has become a necessity. Once, it was supposed that the educated man must seek the learned professions, but the number of those who have been educated is so great that the professions are overstocked. Industrial energies have been steadily expanding; the steam engine and the galvanic battery have been followed by machinery of all kinds that save and expedite human labor. The children of to-day are born beside the sewing machine. Hence, the demand that the knowledge acquired in the schools shall be such as shall aid its possessor in the struggle of life. The idea that knowledge must be acquired for its own sake and not for any use to which it might be put, has been long since exploded.

Mr. Royce's volume bears directly on the present mode of education. He rejoices in this tendency of our education to fit man to battle successfully with his environment. The children should be educated "into strong and active men who know how to extract wealth from earth, water, air and all the elements and forces." We have no time to waste in telling them about the "sweet songsters dead a thousand or more years." He claims that the race is steadily deteriorating—not on account of its education, but because the world in which man lives is a destructive force, and this is increased by the mode of life which man pursues. He shows that the rates of mortality in society, pauperism, and crime are steadily increasing, and concludes that if man is to be aided by education it must be of a different sort from that he now gets. He proposes the establishment of Industrial Education, in order to teach men to work, making work the object for which life is given and the means by which the ends of life may be attained; not a something to be avoided by all possible efforts.

The volume is too great, consisting, as it does, of nearly 600 pages, for us to quote extensively at this time:

"We neglect to train systematically the original activities of children from their third to their seventh year and when the period for forming creative habits has passed, we stuff them for years with other men's brain labor."

"We crush the child under piles of books, instead of setting him to work."

"The German system or Froebel's kindergarten, educating children through work; the Russian system, brought forward by Prof. Runkle of the Technical Institute of Boston, teaching practically the use of a variety of tools; and the American system of Developing-Schools originated by S. P. Ruggles, in which the proper trade is chosen and quickly and perfectly taught, . . . form the successive steps of a complete industrial education."

The volume is dedicated to Miss Elizabeth Thompson, the eminent philanthropist and educationalist of this city. And it is an encouraging sign of the times that a woman possessed of wealth sees so clearly that work is "the only panacea against all evils and God's great blessing to man; that it is full of dignity as it is of power, and an honest laboring man is the crown of the Almighty."

How great the contrast between these sentiments and those of the wild theorists who this summer could think of no way to remedy the pressure of the times but for the government to issue greenbacks and lend them out to all who call for them! There is a nation in the school-houses to-day ten millions in number. A large portion of them will be wholly unfitted while there for honest work when they come out, because our educational system is wrongly directed, by the wrong persons. When tramps, composed mainly of educated, (?) able-bodied persons, are marching up and down our land, it is time that the subject be considered with reference to a *remedy*. We, therefore, thank Mrs. Thompson for her well-timed liberality in sending out copies of a volume that cannot but arouse earnest thought; and we thank Mr. Royce for his plain statement of incontrovertible facts. That education is the fitting of a man to succeed by his work, and not by his wits, is a truth that ought to be widely spread.

For the NEW YORK SCHOOL JOURNAL.

Letters to a Young Kindergartener.

LETTER NO. X.

WASHINGTON, Sept. 20.

My Dear Mary:—Yes, I will tell you all about our mission-work in North Carolina; for I know it will encourage and cheer you the same as it has us; but first I will briefly mention, that just before the close of the school-year I had an enclosure made for a garden. Mr. Sanders kindly sent me some good lawn seed from the Agricultural department, and our grass-plot was soon converted into a garden. By the aid of clam-shells we made thirty-five little plots and tacked a card on the fence, with the name of each child upon it. We left the centre all grass, except a little round bed in the middle for me, to plant as I like. I advise you to let the children bring their own tools to work with, in case you have a garden for them, such as old kitchen knives, trowels, etc.; for I could hardly find things enough, and some of those were of course lost or broken. We gave a little entertainment (admittance ten cents) to raise funds to pay for the fence and the painting or it, which gave much pleasure to the little ones and their friends. We only had such pieces sung and played, as the children were perfectly familiar with. No drilling was,

therefore, required (which is so contrary to Froebel's principles) as we only had one rehearsal. Singing is such every day work in our kindergarten, in solos or duets with chorus, that it not only required no effort for the children, but it seemed like keeping school at a different hour, with the parents and friends present, not by any means like a display or achievement on the children's part. I give you below our programme:

1. Opening hymn of Welcome.
2. Trio, "Little Drops of Water," etc.; after each verse sung, a Bible verse applying to it was spoken by different children.
3. Song or "Sary Jannie," which I translated from the German; by ten boys, with chorus.
4. Song of "I saw a little yellow bird," by three little ones.
5. "We were crowded in the cabin," Solo, sung by a boy.
- 6, 7. Movement games, the Fishes, the Chickadees.
8. "The Miller," in German and English, in their seats.
9. Duet, "Let the good angels come in," two girls.
10. Motion song, "Weaver John," six children, with chorus.
11. Duet, "My little garden" (*from the German.)
12. Johnny Schmoker, by the school, led by a little boy.
13. Movement game, "Mary had a little lamb."
14. The Crowning game, tune of "Rosy Crown."†

The children then marched with flags, singing "Thou art my shepherd," and "March along together, ever firm and true."

This festival ended our school-work with the little ones. But the graduating exercises of our Normal Class were still before us. We had a private examination of our normal pupils the night before the public exercises, when we had each one take up one of Froebel's gifts and one of his occupations and give regular lessons, accompanied by stories. Miss Kimball from New York, and Miss Wells from Peconic, L. I., as well as Miss Hess and Miss Bean from Washington, each had an admirably prepared essay, and we feel that not only will they do us and themselves credit, but they will do good to many little ones entrusted to their charge. I enclose to you the printed notice of the graduating exercises. I do not know as I can better describe to you our work and success in Trinity, N. C., than by subjoining a copy of Prof. Pegram's letter, which he sent to the Raleigh papers:

THE KINDERGARTEN SYSTEM IN NORTH CAROLINA.—Trinity, N. C., Aug. 12, 1878.—Sir: The normal schools held in Chapel Hill and Trinity, N. C., have proved a decided success, and all the teachers in the State derived great benefit from them. As long ago as last April, Dr. Craven, D. D., L. L. D., president of Trinity College, sent to New York to learn the names of those who rank high as authority on the subject of kindergarten instruction. Mrs. Pollock and daughter of Washington, having been recommended, he sent word to them to know if they would come on to demonstrate theoretically and practically the kindergarten philosophy, provided their expenses were paid. They joyfully consented to do this 'mission work,' as they called it, and it is the candid opinion and hope of many of the professors present 'that their visit will mark an epoch, may be a revolution in the history of education in North Carolina.'

The ladies gave two lectures daily during their sojourn in Trinity, alternating—one taking the forenoon, the other the afternoon—to explain the system by theory and practical lessons, selecting for this purpose a number of children promiscuously from the audience. We had some general idea and knowledge of the system and the principles on which it is based, but no one could have imagined by the hundredth part that the twenty gifts of Froebel could be used as the means and material for giving such valuable and thorough physical, mental and moral training, and convey such a fund of practical lessons and experimental knowledge. These gifts, in the hands of these skillful gardeners, as means of human culture, yielded a harvest of pleasure and profit to the pupils and to all who were so fortunate as to be present.

Instead of the present system of neglecting the education of children until the school age, and then giving them not much more than formal recitations of memorized textbooks, nature shall be text-book and the teacher the exponent. The kindergarteners express much gratification at the cordial reception given them and the intense interest manifested by the whole audience, who assembled twice every day, in spite of the extreme heat of the weather. Personally, they exhibit the very highest culture. Every attitude, motion, word or sentiment gratified the most re-

*Fourth National Music Reader.
†The May queen was four, the king six years old; they sang the last two verses alone, after they were crowned. I wrote it for the occasion.

fined taste, and met the requirements of the noblest Christian morality. Both equally devoted to their work, and successful in it, there is this distinction: Mrs. Pollock is, withal, the experienced mother, Miss Susie Pollock the cultured teacher. Long may they live to cultivate gardens of human souls, and train other ladies to do likewise.—W H. PEGRAM, B. A.

I hope this long epistle may not weary you. I will close for this time, though I have not written to you half of what I wished to write, especially about our homeward trip, which was divided into several parts, I might say, as we stopped awhile in High Point and Greensboro'. Perhaps I shall refer to it in a future letter, only this I will add. I advise any one traveling south, to take the Midland Virginia route, rather than the Richmond route. The scenery between Lynchburg and Charlottesville is delightful, and we did not have to change cars once all the way, even had we gone as far as Augusta. This is not the case the Richmond way, which had been recommended to us at first, until we found out particulars. Write to me about your own vacation, how you enjoyed your trip to Niagara, with full particulars, and believe me, ever yours most sincerely,

LOUISE POLLOCK.

At a Russian hotel you are obliged to stipulate for bed linen, pillows, blankets and towels, or else pay extra for them, as the landlord assumes that you carry these articles with you. This has been the custom of the country from time immemorial.

PEWTER, from which workmen now quaff their pint of porter, was so scarce and such a luxury a century or so since, that noblemen in England used to hire it from brokers for banquets, as they now sometimes hire silver and gold dishes for a similar purpose.

A PERSON who ascends in a balloon feels pain in the eyes, ears and chest, because the air in the upper regions of the atmosphere is more rare than the air in the body, and until equilibrium is restored the pain will continue. So, when one descends in a diving-bell the same effect is felt, because the upward pressure of the water so compresses the air as to affect the more sensitive parts.

PHILADELPHIA.—The National School of Oratory and Elocution is deserving of the high rank it has taken among our celebrated Institutions. James E. Murdoch, of Cincinnati, the distinguished elocutionist and tragedian, has accepted the Shakespeare Lecturship in the National School of Elocution and Oratory, Philadelphia, and will bring his reputation and skill to aid Prof. Schoemaker, the accomplished President. We heartily endorse the methods here employed, and advise all who wish the benefit of a first-class institution in these branches to attend this excellent school.

For the NEW YORK SCHOOL JOURNAL.

On Spelling.

By R. C. STORY.

In the "First Spelling-book," the author, W. D. Henkle, says that "great benefit would result from the continuance of such exercises," spelling "through the full course in High Schools, Academies, Seminaries, Normal Schools and Colleges." Occasionally one sees in educational journals an item to the effect that a certain school board refused to employ a teacher who spells recommend with two c's, or benefited with two t's.

Is the practice of spelling sufficiently fruitful to justify the extension of the work as suggested by Mr. Hinkle? Is the sin of misspelling a word now and then of such weight as to be followed by decapitation? If so, where should this work end, when both Webster and Worcester "miss" on Powhatan and Lilliput, according to pages 134 and 142 of the First Spelling-Book? Who should not take a morning dose of "spelling" when such an authority as the N. Y. Tribune gets two t's in combated?

In an examination held in a western state this fall, the following questions on spelling were submitted:

1. Give Webster's or Worcester's key to the vowel and consonant sounds.
2. Give five principal rules for spelling.
3. Give exceptions to these rules.
4. Give prefixes and suffixes most commonly used, and name their signification.
5. Write sentences in which the following words shall be properly used: Counsel, council; principal, principle; imminent, eminent; immigrant, emigrant; effect, affect; corporal, corporeal; edition, addition; two, to, too; com-

pliment, complement; capital, capitol; sit, set; lie, lay; rise, raise.

6. Define the following words: Bulletin, routine, fallacy, bankrupt, admiral, demagogue, facility, imagery, centennial, congressman, preventative.

I think that the proper test of one's ability to use words correctly spelled, can be found in exercises such as are called for under the fifth head. Now eighty teachers took part in this examination, of whom seventeen got the form of *imminent* correct, but not one detected the error in *preventative*. Eleven of these teachers gave the correct form for the plural of *money*. The sentence, "He through the ax to far and broke it into," was written by the same number of teachers.

In giving definitions and sentences, the following ideas were expressed:

Bulletin, an instrument to mould bullets.

Centennial, one who keeps watch; the hundred anniversary; the hundredth anniversary.

Imagery, to suppose. Boston is the principle city. The city of W. is an incorporeal city.

The Phasian's medicine effected a cure.

The immigrants are leaving the country, while the emigrants are coming in.

Admiral, to be admired. Fallacy, the truth of anything. Tacity, having access to. He is a capitol fellow.

Demagogue, a priest; a preacher; a public person of some kind; a school teacher; a place of worship; one who is established in his ideas; a lawyer; artificial political; a collection; a house that the Japanese worship in.

What was the chief trouble with these teachers? Doubtless they would have spelled orally the greater number of these words, but an exercise in writing, in which the words were to be used in sentences, at once threw them out of their accustomed ruts, and errors naturally followed. What is the remedy? The spelling-reform is too distant, tho' it is approaching. Let spelling be done by writing, and in complete sentences. Let pupils in schools learn to correct their own errors by the use of a dictionary. Let them be taught to define correctly and accurately words which come before them in books and papers, and let the habit of consulting a dictionary upon such words be early formed. If this is done at the proper season, the time spent in high schools, academies, colleges and universities may well and profitably be given entirely to other and far more important matters.

The Use of Short Words.

[Remarks made to the New York School Commissioners, by Ex-Gov. Seymour. The best part of this is the fine illustrations the Governor gives of his text.]

This world is a great school-house, in which through life we all teach, and we all learn. Here we must study to find out what is good and what is bad, what is true and what is false, and thus get ready to act in some other sphere. What we are at the end of this life we shall be when the next begins. We must spare no pains, then, when we teach others or ourselves. We teach ourselves by what we hear and read and think,—others by our words. We must take care that we think and speak in a way so clear that we do not cheat ourselves, or mislead others by vague or misty ideas. We must put our thoughts into words, and we must get in a way of using these in thought with the same ease we use when we speak or write to others. Words give a body or form to our ideas, without which they are apt to be so foggy that we do not see where they are weak or false. When we put them into a body of words, we will, as a rule, learn how much of truth there is in them, for in that form we can turn them over in our minds. If we write them out we find that in many cases the ideas we thought we had hold of fade away when put to this test. But if they prove to be real or of value, they are thus not only made clear to us, but they are in a shape where we can make them clear to others. We have a proof of how much we thus gain when we state to others our doubts, for, as a rule, we solve them when we do this before we hear what they have to say. In most cases what we say to others, not what they say to us when we consult them, settles the doubt.

We must not only think in words, but we must also try to use the best words, and those which in speech will put what is in our minds into the minds of others. This is the great art which those must gain who wish to teach in the school, the church, at the bar, or through the press. To do this in the right way, they should use the short words which we learn in early life, and which have the same sense to all classes of men. They are the best for the teacher, the

orator and the poet. If you will look at what has been said in prose or in verse, that comes down to us through many years which struck all minds, and that men most quote, you will find that they are in short words of our own tongue. Count them in Gray's Elegy, which all love to read, and you will find that they make up a large share of all that he uses. The English of our Bible is good. Now and then some long words are found, and they always hurt the verses in which you find them. Take that which says "Oh, ye generation of vipers, who hath warned you to flee from the wrath to come?" There is one long word which ought not to be in it, viz.: generation. In the old version the word "brood" is used. Read the verse again with this term and you feel its full force: "Oh, ye viper's brood, who hath warned you to flee from the wrath to come?"

William H. Maynard, a very able man who stood high in this country and this State, once wrote out a speech for the Fourth of July in words of one syllable, save names. His strength was very much due to the fact that in thought and speech he made it a rule to use as few words as he could, and those that were short and clear. If he had lived out his term of three-score years he would have been known as one of the great men of our State.

I do not mean to say, that the mere fact that the word is short, makes it clear, but its true that most clear words are short, that most long words we get from other tongues, and the mass of men do not know exactly what they mean, and I am not sure that scholars always get the same ideas from them. A word must be used a great deal, as short ones are, before it means the same thing to all.

Those who wish to teach or to lead others must first learn to think and speak in a clear way. The use of long words which we get from other tongues, not only makes our thoughts and our speech dim and hazy, but it has done somewhat to harm the morals of our people. Crime sometimes does not look like crime when it is set before us in the many folds of a long word. When a man steals and we call it "defalcation," we are at a loss to know if it is a blunder or a crime. If he does not tell the truth, and we are told that it is a case of "prevarication," it takes us some time to know just what we should think of it. No man will ever cheat himself into wrong-doing, nor will he at a loss to judge of others, if he thinks and speaks of acts in clear, crisp terms. It is a good rule, if one is at a loss to know if an act is right or wrong, to write it down in a short, straight-out English.

He who will try to use short words and to shun long ones, will, in a little while, not only learn that he can do so with ease, but that it will also make him more ready in the use of words of Greek and Latin origin when he needs them. If he tries to write in words of one syllable he will find that he will run through a great many words to get those he needs. They are brought to his mind in his search for those he wants. It is a good way to learn words of all kinds. When a man is in search of one fact he may be led to look at every book in his library, and thus he finds many things.

There is another gain when we try to use only short words. To bring them in and keep all others out, we have to take a great many views of the topic about which we write or speak. In this way we start many new thoughts and ideas that would not otherwise spring up. I am sure if this plan is tried, men will be struck with the many phases brought to their view of things they study, that they would not see if they used words in the usual mode. In this way, men not only learn more about words, but more about the topics of which they write, for they will not be able to carry out their plan without looking at their subject on every side.

Dr. Johnson loved long words. But when he wrote in wrath to Lord Chesterfield, he broke away from the fog and clouds and roar of his five syllable terms, and went at his lordship in a way so terse and sharp, that all can see that he felt what he said.

Love nor hate, nor zeal, ever waste their force by the use of involved or long-winded phrases. Short words are not vague sounds which lull us as they fall upon the ear. They have a clear ring which stir our minds or touch our hearts. They best tell of joy or grief, or rage or peace, of life or death. They are felt by all, for their terms means the same thing to all men. We learn them in youth; they are on our lips through all days, and we utter them down to the close of life. They are the apt terms with which we speak of things which are high or great or noble. They are the grand words of our tongue; they teach us how the world was made, "God said, 'Let there be light and there was light.'

Grandmother Gray.

[FOR RECITATION.]

Faded and fair, in an old arm chair,
Sunset gilding her thin white hair,
Silently knitting, sits Grandmother Gray;
While I on my elbows beside her lean,
And tell what wonderful things I mean
To have, and to do, some day;
You can talk so to Grandmother Gray—
She doesn't laugh, and send you away.
I see as I look from the window seat,
A house over yonder, across the street,
With a fine French roof and a frescoed hall!
The deep bay windows are full of flowers;
They've a clock of bronze that chimes the hours,
And a fountain—I hear it tinkle and fall.
When the doors are open: "I mean," I say,
"To live in a house like that some day."
"Money will buy it," says Grandmother Gray.
"There's low barouche, all green and gold,
And a pair of horses as black as jet,
I've seen drive by—and before I'm old
A turnout like that I hope to get.
How they prance and shine in their harness gay?
What fun 'twould be if they ran away!"
"Money will buy it," says Grandmother Gray.
"To-morrow, I know, a great ship sails
Out of port and across the sea;
Oh, to feel in my face the ocean gales,
And the salt waves dancing under me!
In the old far lands of legend and lay
I long to roam—and I shall, some day."
"Money will do it," says Grandmother Gray.
"And when you are old, like me," says she,
"And getting and going are done with, dear,
What then do you think the one thing will be?
You will wish and need to content you here?"
"Oh, when in my chair I have to stay,
Love, you see, will content me," I say.
"That money won't buy," says Grandmother Gray.
"And, sure enough, if there's nothing worth
All you care, when the years are past,
But love in heaven, and love on earth.
Why not begin where you'll end at last?
Begin to lay up treasure to-day,
Treasure that nothing can take away,
Bless the Lord!" says Grandmother Gray.

MARY KEELEY BOUETTE IN *Wids Awake*.

Liberty and Union.

A DECLAMATION.

We must keep steadily in view the prosperity and honor of the whole country and the preservation of our Federal Union. It is to that union we owe our safety at home and our consideration and dignity abroad. It is to that union we are chiefly indebted for whatever makes us most proud of our country. That union we reached only by the discipline of our virtues, in the same school of adversity. It has its origin in the necessities of disordered finance, prostrate commerce and ruined credit. Under its benign influence, these great interests immediately awoke as from the dead and sprang forth with newness of life.

Every year of its duration has teemed with fresh proofs of its utility and its blessings; and although our territory has stretched out wider and wider, and our population spread farther, they have not outrun its protection or its benefits. It has been to us all a copious fountain of national, social, personal happiness.

While the union lasts, we have high, exciting, gratifying prospects spread out before us, for us and our children. Beyond that, let us not seek to penetrate the veil. God grant that on our vision never may be opened what lies beyond. When my eyes have turned to behold, for the last time, the sun in heaven, may I not see him shining on the broken and dishonored fragments of once glorious union; on States severed, discordant, belligerent; on a land rent with civil feuds, or drenched, it may be, with fraternal blood! Let the last feeble and lingering glance, rather, behold the gorgeous ensign of the Republic, now known and honored throughout the earth, still full high advanced, its arms and trophies streaming in their original lustre, not a stripe erased or polluted, nor a single star obscured—bearing for its motto, no such miserable interrogatory as "What is all this worth?"—nor those other words of delusion and folly, "Liberty first and union afterwards"—but everywhere spread all over in characters of living light, blazing on all its ample folds as they float over the sea and over the land and in every wind under the whole heavens, that other sentiment, dear to every true American heart—Liberty and Union, now and forever, one and inseparable!—DANIEL WEBSTER.

ARTICLES FOR SCHOOL USE.—Now is the time, scholars, to get ready the things that you will use at school. See that your books are covered and the name on the outside of each; sharpen up your lead and slate pencils; find out whether you are minus a knife or eraser; get blank books, pens, ruler, and all the other articles before school commences. Don't wait until you have been there there two or three weeks, and have to borrow of some one every day.

Good Advice.

There are too many boys and girls who read books only to pass away their time. Now do not do this, scholars; rather spend a whole afternoon out of doors in the open air, idle, than to pore over a trashy book which holds the attention for the moment and fills your brain with weak, unstable matter. Of what benefit will this be to you when you are grown up? What will you know when you become a man or woman? I put this question to you seriously, for it is an important one. If you must have something to read, take a book that will improve your mind—one which is well written. Washington Irving is one of the purest writers in the world; his "Sketch Book," "Alhambra," "Bracebridge Hall," are interesting to young and old; the beautiful expressions he uses are noticeable. George Bancroft's "History of the United States," is probably the best one ever published; his language is well chosen, and the most scrupulous care is given to facts. Jean Ingelow's "Studies for Stories," "Mopsa the Fairy," and "A Sister's Bye Hours," are pleasant little books which every little girl likes. There is no need of describing Charles Dickens' works; "Domby and Son," "Christmas Stories," "Pickwick Papers," are too well-known for that; almost every reading book has selection from his writings. "Ivanhoe," wherein tournaments and adventures abound, once read will be admired, whether by the school-boy, or girl, and Walter Scott will thereafter reign as a hero in its readers' eyes. Shakespeare should be thus far honored that at least one of his plays should be read by everyone.

If you are fond of poetry, I recommend Henry W. Longfellow, Joaquin Miller, Alice and Phoebe Cary, J. G. Whittier, O. W. Holmes, J. R. Lowell, Cowper, Gray, Bryant, to you to select from. If your tastes are for drawing, read and learn all you can about sculptors, artists, celebrated paintings, old masters. If you love music, study about the great composers, and their lives. Try and keep up with what is going on by reading the newspapers; not by perusing the list of the murders, and robberies, but by reading the editorials, (the articles on the center page, left side), letters from foreign correspondents, and reviews of new books. If you have done this, you should know of the death of the Pope, and the Queen of Spain; that Queen Victoria's son-in-law had been appointed governor-general over Canada; of Grant's progress through Europe; of the terrible Southern plague, etc. Have you ever remarked that a minister knows so much of the daily happenings? He always seems to know everything, but this especially I noticed, and every Sunday I find myself watching to see how the one I am listening to will introduce things that have been in the papers into his sermon.

When reading history keep a marker to distinguish the exact place where you have left off. A plan worthy of more general adoption, is to keep a journal in which to enter the name of a book, its author, and date of reading it. Some give a brief account of its contents, and how it has impressed them; this helps one to form opinions. Again, others copy out passages that show deep thought, making a book of extracts. It is well to have a dictionary by your side, and when you come across a new word, look up the meaning. Two verses containing good advice which somebody has written, I recollect having learned them several years ago. Perhaps they should have headed my talk, for them to serve as a conclusion, try and follow them.

"In reading authors, when you find
Bright passages that strike your mind,
And which, perhaps, you may have reason,
To think on at another season,
Be not contented with the sight,
But take them down in black and white;
Such a respect is wisely shown
That makes another's sense our own."

"In conversation when you meet
With persons cheerful and discreet,
That speak, or quote, in prose or rhyme,
Things, or factions, or sublime,
Observe what passes and anon,
When you come home think thereupon;
Write what occurs, forget it not,
A good thing saved 's a good thing got."

"BOGUS"—What a queer word! I heard a school-boy exclaim. He did not know that in the year 1837 one *Borghese* passed through the Southern and Southwestern States and passed off a large number of checks, bills of exchange, etc., signed by himself,—swindling a large number of people; his transactions were so numerous that his name became notorious, and with a rapid way of pronouncing it soon became "Bogus," and is often applied to fraudulent transactions or worthless paper.

A DIME NOVEL BOY.—A funny name for a lad of twelve years to answer to, isn't it? He had read so many ten-cent yellow-covered books about pirates, Indians, murders, and tomahawking that he concluded to run away from home. For 8 months he had been wandering from place to place, and when he arrived in New York and the police got hold of him, his first question was: "Where'll I see the Indians?"

The General.

It was Friday afternoon in Miss Whitney's school, and that meant great pleasure. Not because there was to be no school on Saturday, but because during the time after recess, the scholars could do as they pleased. Among them was an odd-looking boy, who went by the name of the "General." This was because he wore an odd-looking cap. Miss Whitney struggled hard to disuse the title, but in vain. So that "the General" was almost wholly used, instead of Alexander Thompson—his real name.

On this particular afternoon, Miss Whitney had vacated her chair and desk as the scholars came in after recess, taking her seat with Mary Jones. When all was quiet, Frank Seeley rose and said:

"I move that Arthur Haines be President." Some one seconded it, and then Frank Seeley said, "All in favor of Arthur Haines for President, will say aye."

Arthur was quite overcome by the honor, for he was a small and modest boy; but the scholars gave no one the honor twice. They took turns; so he went and sat in the teacher's chair.

Then a Secretary was elected, and the choice fell on Martin Bates, and he went and sat beside the President. Then the Secretary of the last week read his "minutes"—that is, what had taken place on the preceding Friday. Then there was a silence, for the exercises were *impromptu*. Miss Whitney, now, in a soft voice, started a song they all knew:

Spring upon the mountain,
Verdure on the hill,
Laughing from the fountain
Spring the silver rill.
Modest flowers blooming
On the velvet mead,
All the air perfumeing.
Brothers sow the seed.

While they were singing, Edward Brinkerhoff had thought of something, evidently, for he jumped up and said:

"I move 'the General' tell us more of that story he began last night, on the way home."

After some delay, "the General" went forward and stood by the desk. He was about fifteen years of age; his hair was nearly white; his eyes had an earnest, studious look, and he was known to be the greatest reader in the village.

"What is it about?" asked Miss Whitney.

"It's about Montezuma," said Edward.

"Who was Montezuma, Alexander?" This answer seemed to inspire him, for he went on:

"He was King of the Mexicans. And he lived very happy until Cortez came in 1519. Mexico, the capital, was situated on an island in the Lake of Tezcuco, and contained 300,000 inhabitants; it was connected to the shore with three causeways. In the centre of the city was the great *teocalli*, or temple. This rose high above the houses; on the top was a stone on which they laid their prisoners and tore out their hearts, to be offered to idols. The war god had a great face and terrible eyes, and was entirely covered with gold and jewels; human hearts were offered to him daily. There was an immense drum, the head of which was made of serpents' skin; this, when struck, made a noise that could be heard six miles, and the sound was very doleful. Cortez made Montezuma a prisoner, and kept him so for three or four months. He was treated with consideration and kindness, however. All his wealth, amounting to over \$7,000,000, was divided among the soldiers, after giving King Charles of Spain, one-fifth. Then Cortez undertook to convert them to the Christian religion, but it aroused great opposition, and the hatred of the people was increased by the massacre of many of the nobles by the Spanish general, Alvarado. So the Aztecs (this was the name they gave themselves) determined to attack the Spaniards, although they held their King Montezuma prisoner. Such crowds came, that Cortez became frightened. He asked Montezuma to come out and address his subjects. They always before revered Montezuma as a god, but now they threw stones at him and wounded him so that he died. Now, Cortez determined to leave the city, secretly, by night. The long causeway had three gaps in it, and over these were bridges; but the Mexicans destroyed them, as they were determined to kill the Spaniards. Cortez had a bridge made and put across the first opening, and all the army marched over and stopped at the second opening and waited for the bridge to be taken up and put across that. But no human power could extricate it. Then they became panic stricken and rushed forward, jumping into the gap, which was filled with the canoes of their enemies. So many were drowned, so much baggage, so many wagons and cannon were pushed and thrown into this place, that finally, Cortez and many of his veterans went across. Meanwhile, the dreadful sounds of the war-drum filled the air, rousing the whole city, as well as the surrounding country, and Cortez was surrounded by an immense host of infuriated Mexicans.

On they hurried to the last opening, and they crossed it without so much difficulty—all except Alvarado. He stood on the brink alone; the gap was full of Mexicans, ready to seize him; a host was coming behind; he put his long lance into the rubbish in the gap, and rising in the air, cleared it at a single bound. This spot is still called *Alvarado's Leap*. Cortez retreated to the mountains, and receiving reinforcements, at-

tacked the city and destroyed it."

"What do you think of such a man as Cortez, Miss Whitney?" asked Emma Bartley.

"What do you think, General—I mean Alexander?" said the teacher.

"I think he was a brave, but very wicked and hard-hearted man."

"Yes, that is the case. He ought not to be admired, because he destroyed a city and broke up peaceful homes."

Some scholars then performed a charade, in which a boy had his pocket picked and then was met by a kind old man. The word was *mankind*. After this followed singing, and the exercises were over. The history of those Friday afternoons, if they could be written out, would make an interesting book.

A Ghost Story.

BY MRS. A. ELMORE.

This ghost story, my dear little bright eyed readers, is a true one; the heroine was my grandmother, a pretty, little, delicate lady, whose form has reposed many years, away out on the prairie where great city has since been built. The sweet wild flowers she loved, have all been banished: the Indians who almost worshipped her, are gone away to the spirit land; her children are old, grey-headed people with grand-children of their own. It was a very happy ghost when she helped it out of its trouble. You need not laugh at the idea of ghosts being in trouble, for as a general thing, if the grave noises which we hear were followed up with a light, and with careful feet and eyes, we would find some person or animal in distress.

So it was with the horrible noise that came from the little graveyard on the prairie, and frightened some travelers almost out of their wits. They drove up to Mr. Ludington's house, and announced the fact that "A ghost was making a great display in the graveyard; that it was dressed in white, and moved around, and in truth, came toward them." Mrs. Ludington laughed at them, and taking down her old-fashioned tin lantern, she lighted the tallow candle and started out across the garden to the graveyard.

Sure enough, there was a great, awful-looking, white object tearing around, and snorting, and a little way off something else moaned, as though in great pain. But as the lantern crept along, the white ghost seemed to be easier in its mind, as though it had seen a little bit of a lady with a tin lantern, before that night. The ghost came closer to the lady, until she saw that it was a very fine, white mare, belonging to a neighbor some ten miles away—that was thought to be a near neighbor then.

The great white ghost trotted right along by her new found friend until they came to a little colt, which was lying on its back, down in a sunken grave. The lady opened the door of her lantern to give her more light, then setting it on the grass nearby, she helped the little ghost upon its feet.

As the lady returned to her home, the ghosts followed along, and expressed their thanks to her in every way they could. But how she did laugh the next day, when her *very* nearest neighbor—only a mile away—came in to say, "There was a warning in the graveyard last night, a light moved all around through it, and stood still a while, so *somebody* must be going to die!"

Mrs. Ghost and her baby were very kindly cared for, for a few days, and then were sent home to their master.

It is right for people to be careful what they do; but it is not right to be so much afraid of danger, that a cry of distress shall pass unheeded. Remember little ones, in all seeming danger to be brave. And if some ghostly voice comes to your ears in the night, before you become frightened try to learn what it means, courage can be cultivated, and timidity can be overcome in a great degree. —*Scholar's Companion*.

THE CORK TREE.—A friend of Uncle Philip sent him a scrap of information about this tree which he thought would interest the scholars, and here it is: "The cork tree is a species of tree growing abundantly in Spain, Portugal and Italy. As there are undoubtedly many parts of our country where it could be raised, it is a wonder that a tree whose product is so extensively used, has never been acclimated. The barking is commenced when the tree is fifteen years old, and may be repeated every eight or ten years afterward with no injury to the oak, which, in spite of this periodical flaying lives to the age of a hundred and fifty years. In July and August, incisions are made around the tree, and down to the root; the pieces which detach easily are soaked in water, placed under heavy weights, dried before fire, and stacked in bales for exportation. The cork-cutters cut the sheets into narrow strips, and round them into shape with a thin knife."

SCHOOL LUNCHEONS.—Don't take candy to eat with your lunch. I know of a girl who takes caramels or chocolate-creams every day to school, to eat at noon-time. She begins on that, and when it is finished her appetite is gone, and the rest of her food left untasted. The result is, a headache—which she thinks comes from studying too hard—and very often a note of excuse from her mother, and she loses an hour or so of study several times a week. How can she get along Think about this, scholars.